



You Broke My Banana!

Our Journey on the Road to Inclusive Services

Mary Hansen, Marie Quast, Laura Eichel
Preserving Early Childhood Conference
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Preschool Options Vision

Our Mission: Franklin Public Schools inspires personal success through learning experiences that **focus on student needs and active partnerships with family and community.**

Our Vision: Embracing the belief that **all children will learn**, Franklin Public Schools is committed to excellence in student achievement and continuous improvement.

Our Goal: To provide integrated learning activities and environments for young children with disabilities and provide these experiences in the least restrictive environment.



Indicator 6

Percent of preschool children with IEPs attending

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

[Data - District Profiles](#)

[Decision Tree](#)

[PRESCHOOL OPTIONS GRID](#)

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Greater Community Partners Team

Jubilee Christian Day School K-3 and K-4
Greendale PlaySchool

St. Paul's Lutheran School K-3

Faith Academy Preschool - K-3 and K-4

Discovery Days Daycare and K-4

Kindercare Daycare

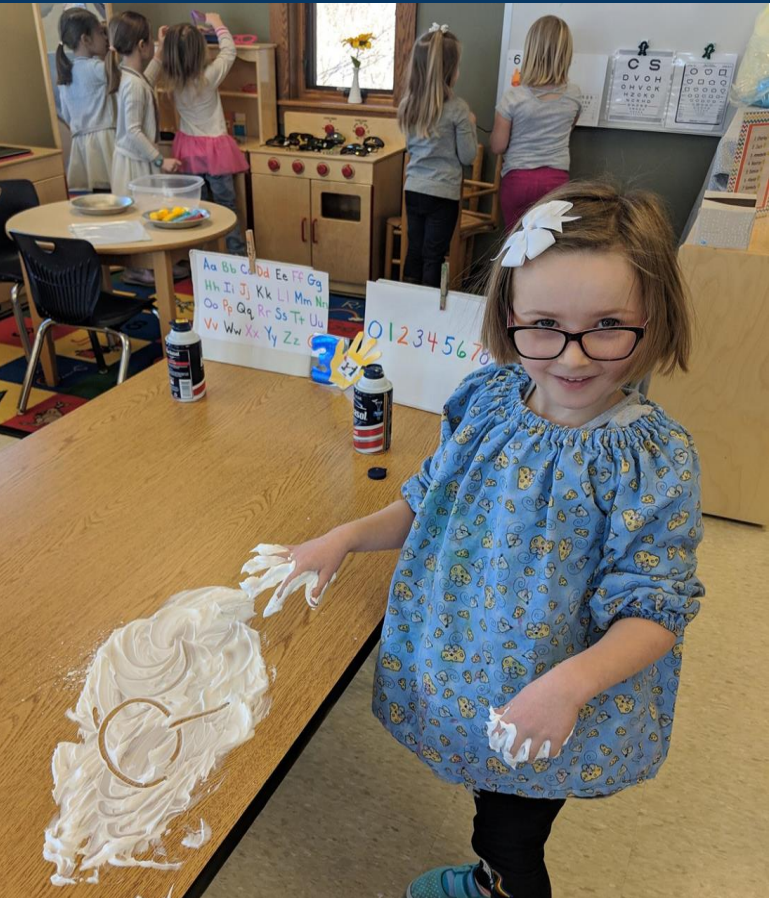
St. Alphonsus K-3

Ingenious Day Care

APL (Academy of Pre-School Learning) Preschool

Library and Health Department

Our Driving Force



Three-Year Action Plan

Franklin School District Early Childhood Inclusion Action Plan

Benchmarks of Quality - update in February - @ 6 months

Preschool Options Continuum

(Old vs New)



Cost-Resource Allocation

Administrative Support

Staff/Role Responsibilities

**Early Childhood
Mindset Shift**

**Budget for Preschool
Options**



Forming Initial Partnerships

Who	the children requiring services in a natural environment
What	providing services and strategies to give access to curricula
Where	at their area daycares and preschools
When	during their instructional day (tends to be in morning)

Scheduling

Student's schedules

- Observation of the student's day
- Time of day was considered

Teacher's schedules

- Routine based interview - what were their perceived strengths and weaknesses

Communication between PSOP & Preschool Staff

The regular ed. Preschool teachers were provided with:

- IEP at a Glance

Binder was set up for daily communication

Monthly meetings with each preschool:

- what is working for the student,
- problem solve strategies for areas of concern/weakness.

Access, Participation, Supports

How do we help children access their program?

How do we make sure they are participating?

What supports are needed for success?

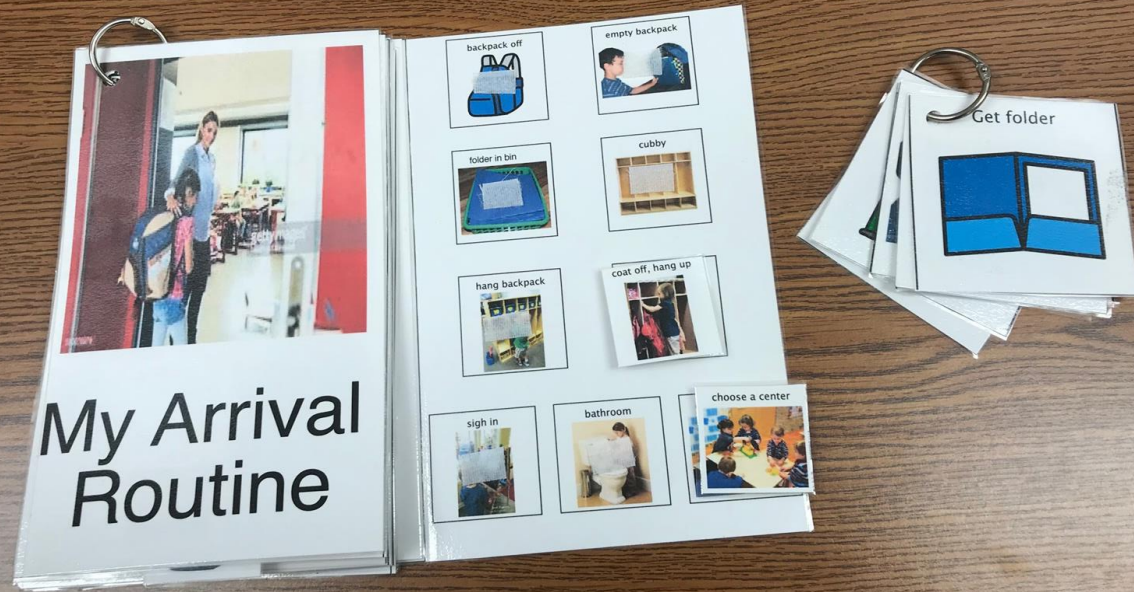


Adaptive Strategies

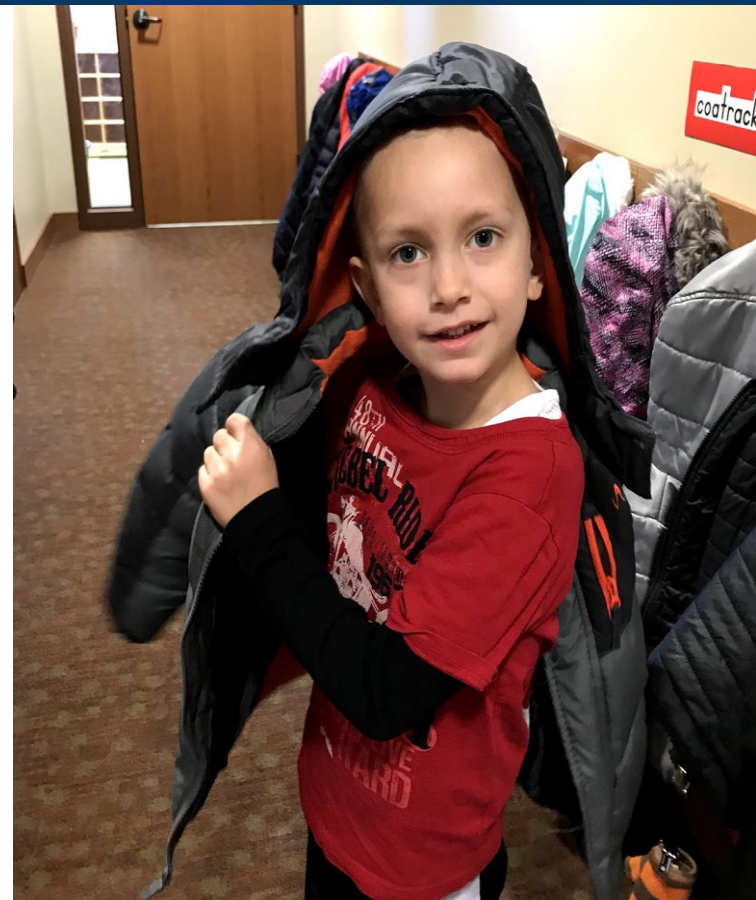
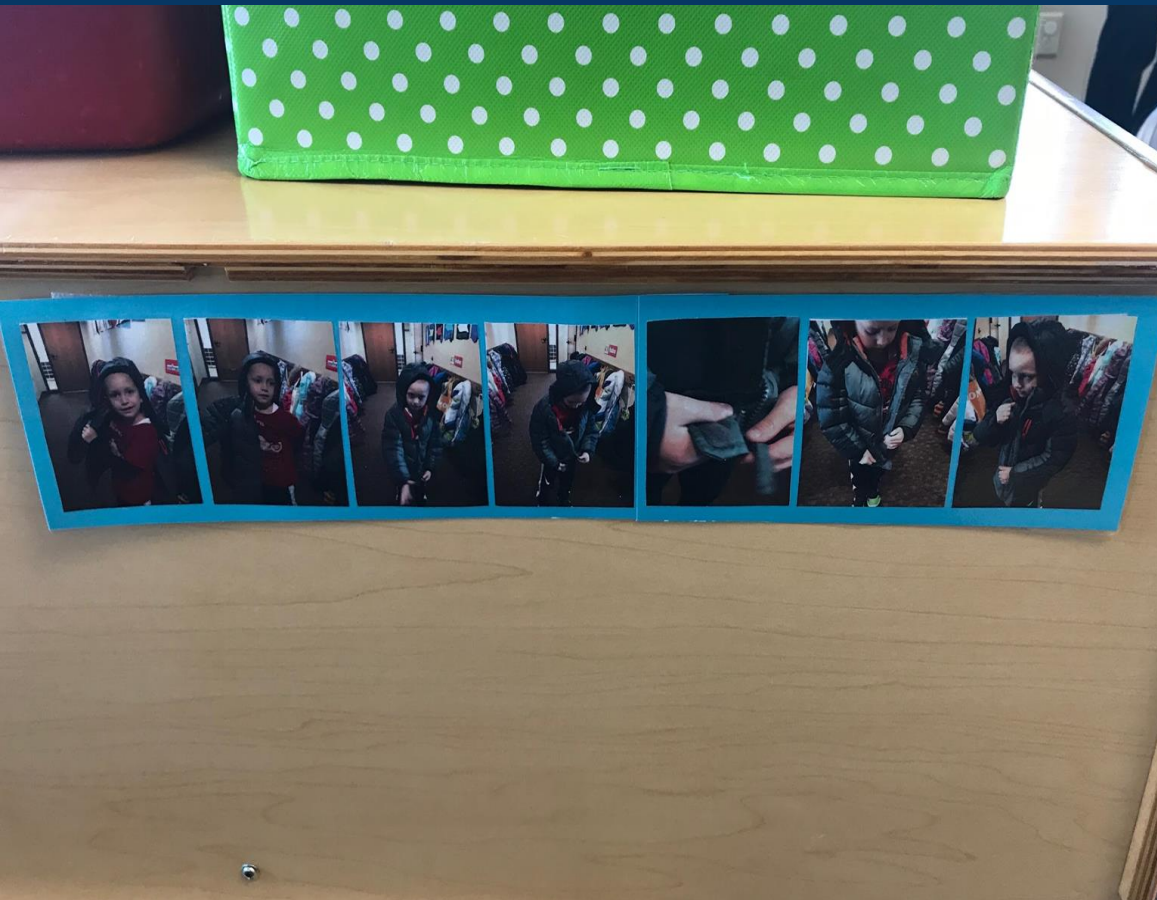
VISUAL SCHEDULES



ARRIVAL/DISMISSAL ROUTINE



VISUAL SCHEDULES



Speech - Language Strategies

Literacy

**Speech - Language
Development**

Phonological Development

Print Awareness



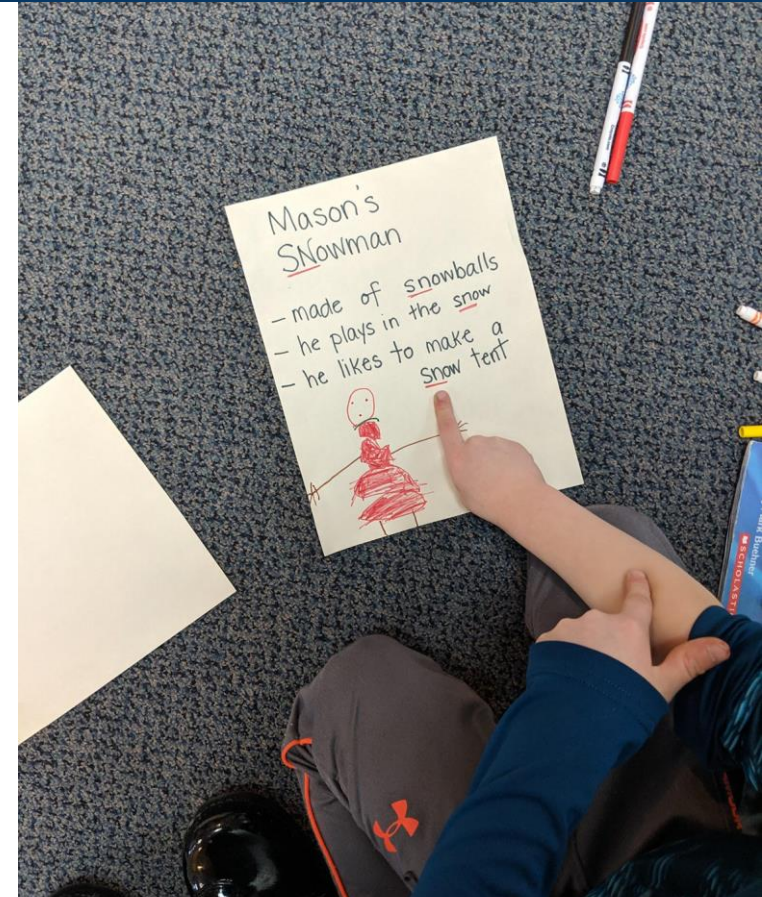
Phonology - Sound Production

Phonological Processes

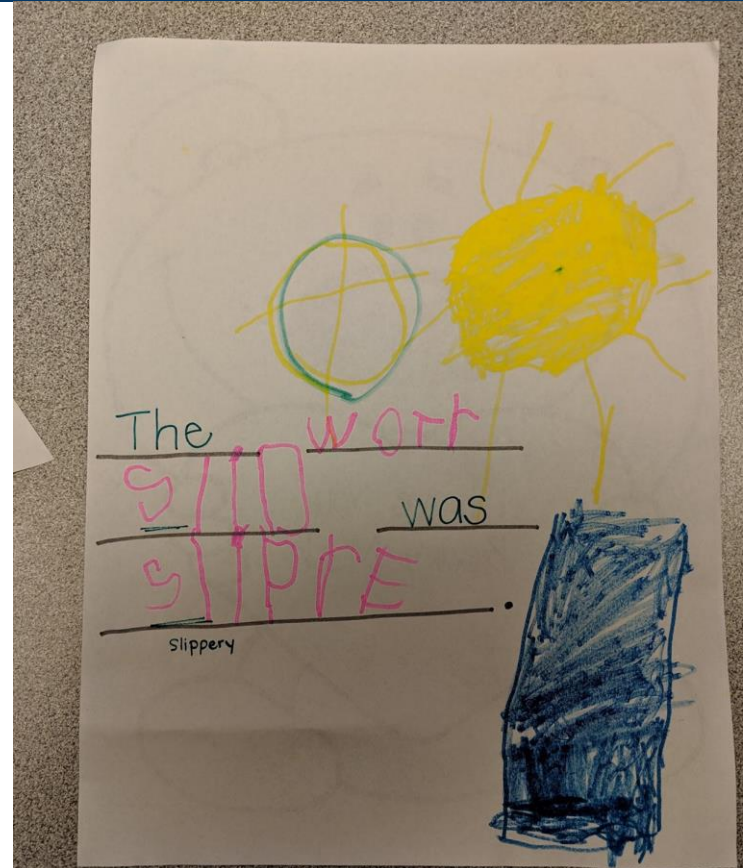
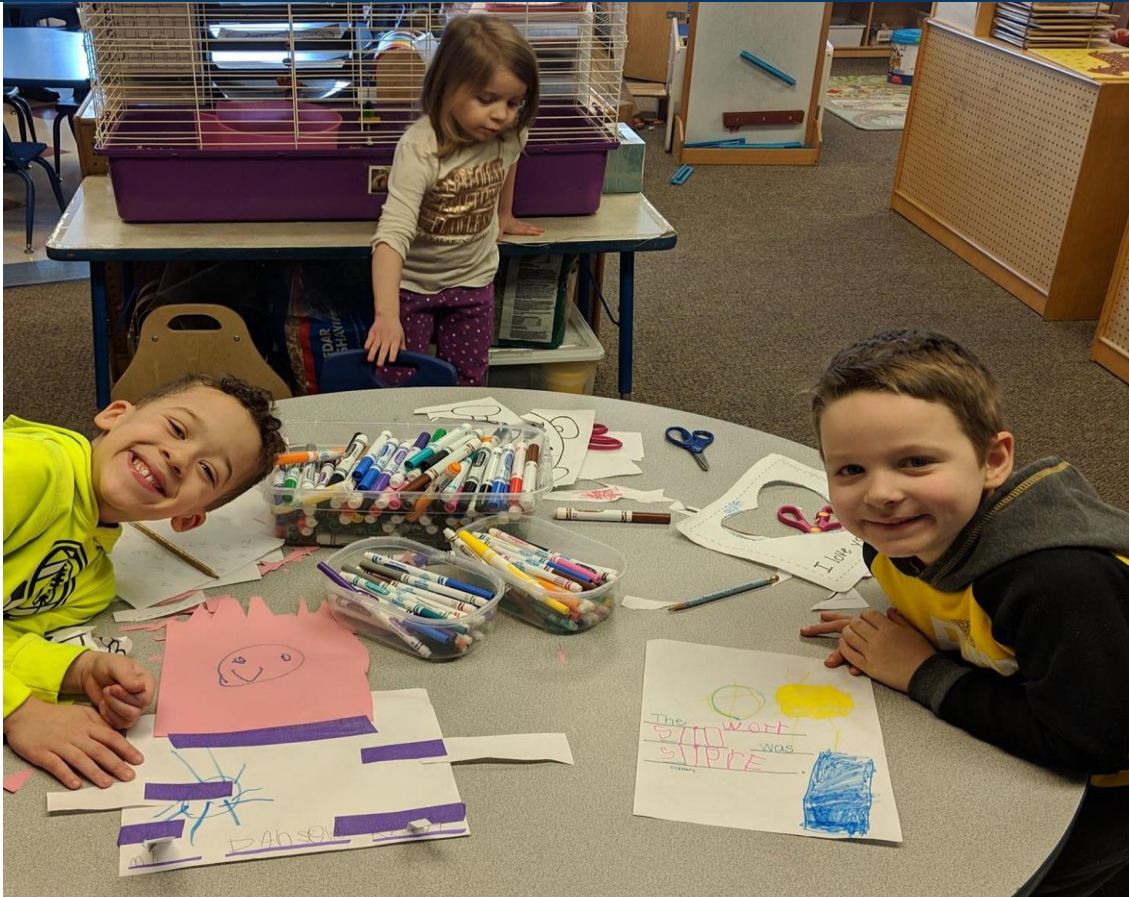
Visual/Kinesthetic/Auditory Supports

- What Do the Letters Say

Meaningful Practice



Phonology - Sound Production



Motor Strategies

FINE MOTOR SEATING OPTIONS



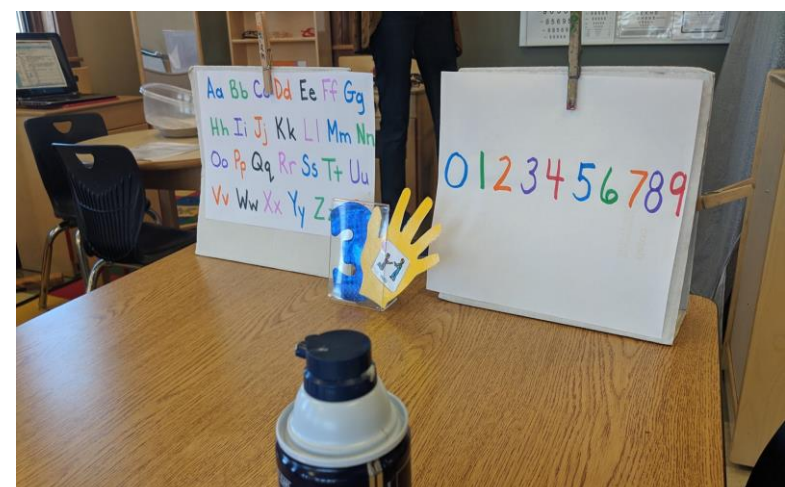
ALTERNATE SEATING OPTIONS



Centers



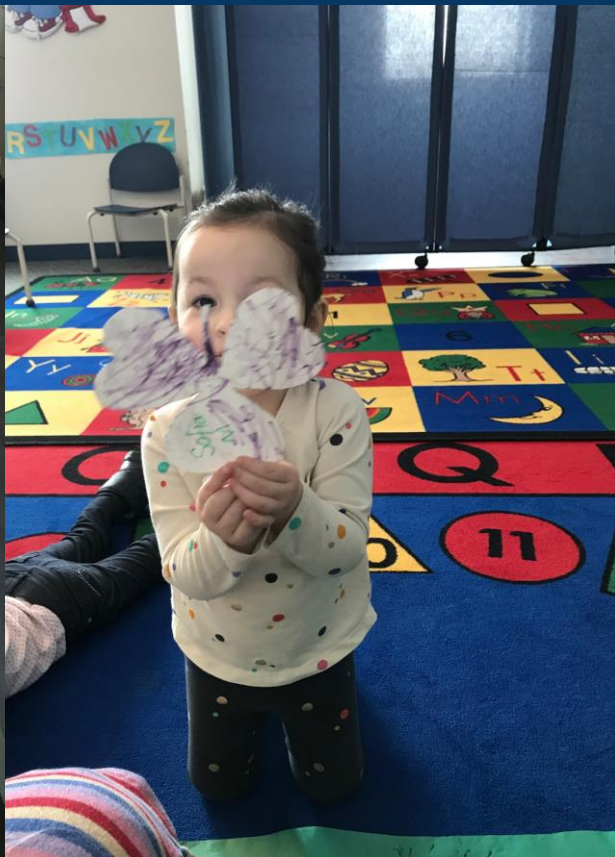
Centers



Fine Motor Support

KSHERYTH WORK BOX

Fine Motor



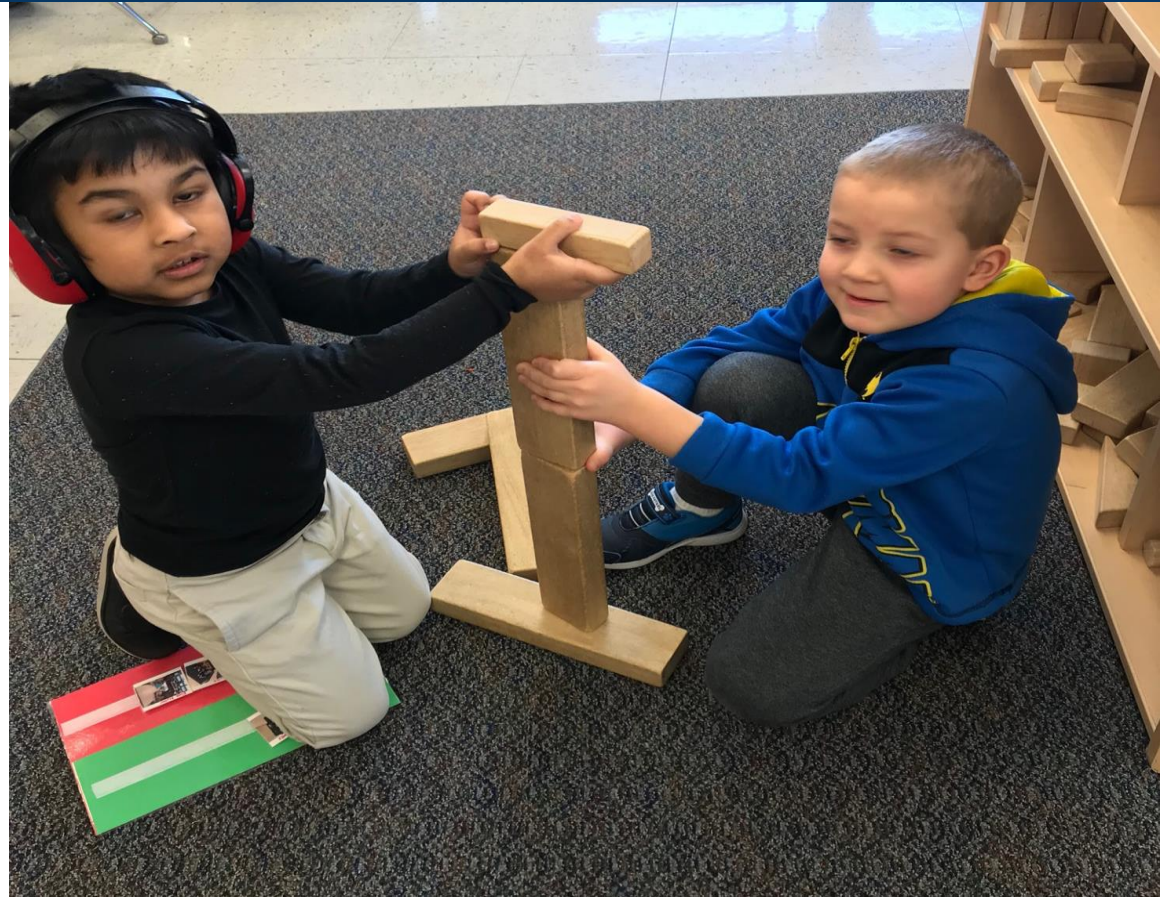
VISUAL SCHEDULE FOR PLAY STATIONS



VISUAL SCHEDULE PROMOTES SOCIALIZATION

Play Stations:

- become a “must do”
- facilitate interaction of new concept development (a newer or scarier idea with a preferred toy) “It’s a dinosaur!”
- facilitate friendships



Social Strategies

“Construction” as play:

- Brings comfort
- Brings predictability
- Allows for challenge*
- Allows for interaction*
- Allows for concept development*

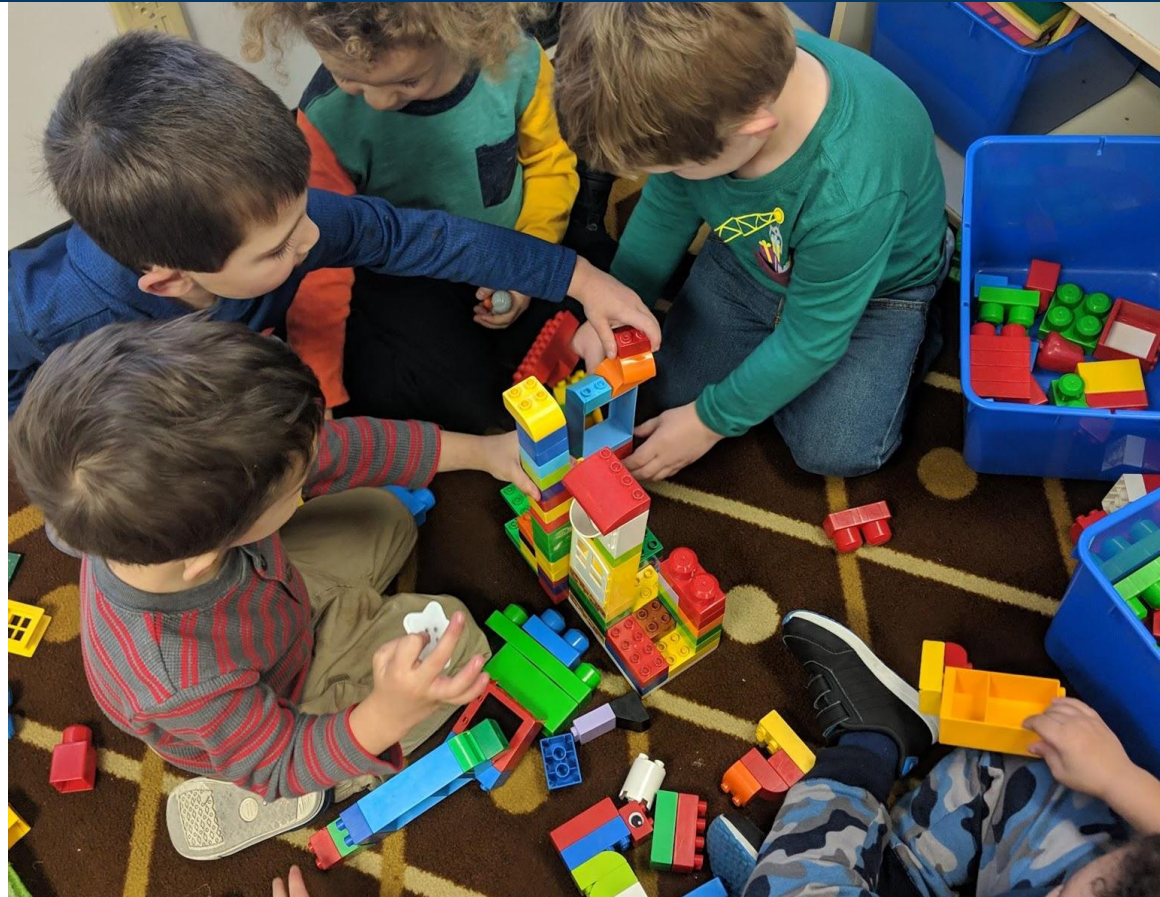
*specialized instruction



More complex “Construction” as play:

- Brings comfort
- Brings predictability
- Allows for challenge*
- Allows for interaction*
- Allows for concept development*

*specialized instruction



Representational Play:

- familiar concepts meant to naturally include others
- becomes therapeutic when adults facilitate the interactions

“Awe!! That's so great to hear!! Wow look at her go! I'm very impressed with that picture! :) “



Play Skills Progression



Play Skills Progression

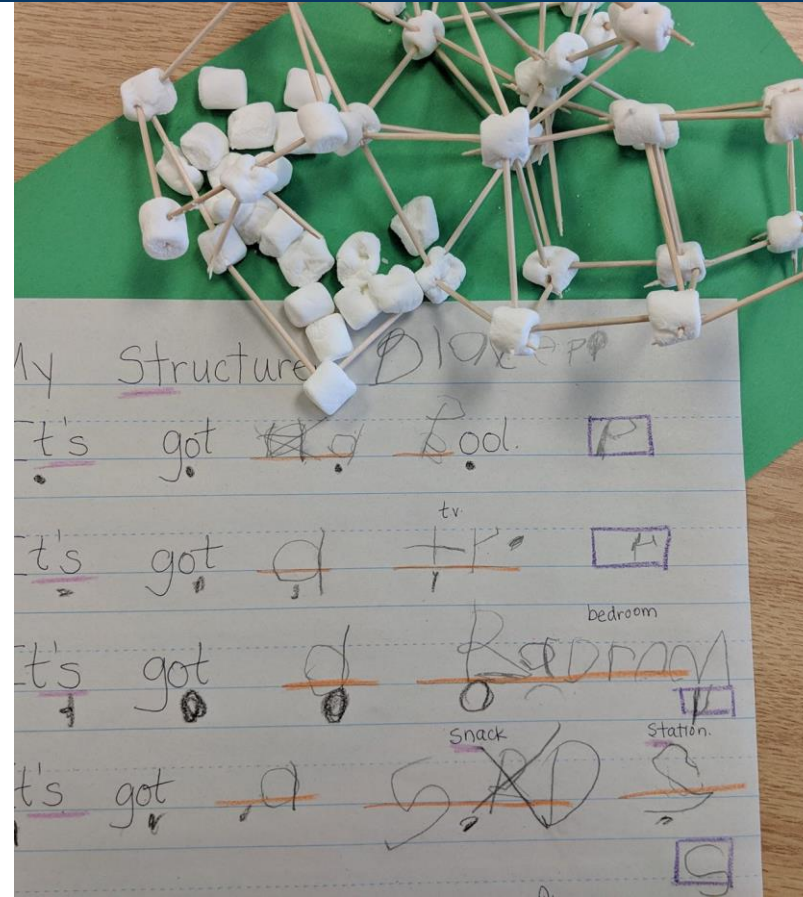


Academic/Instructional Strategies

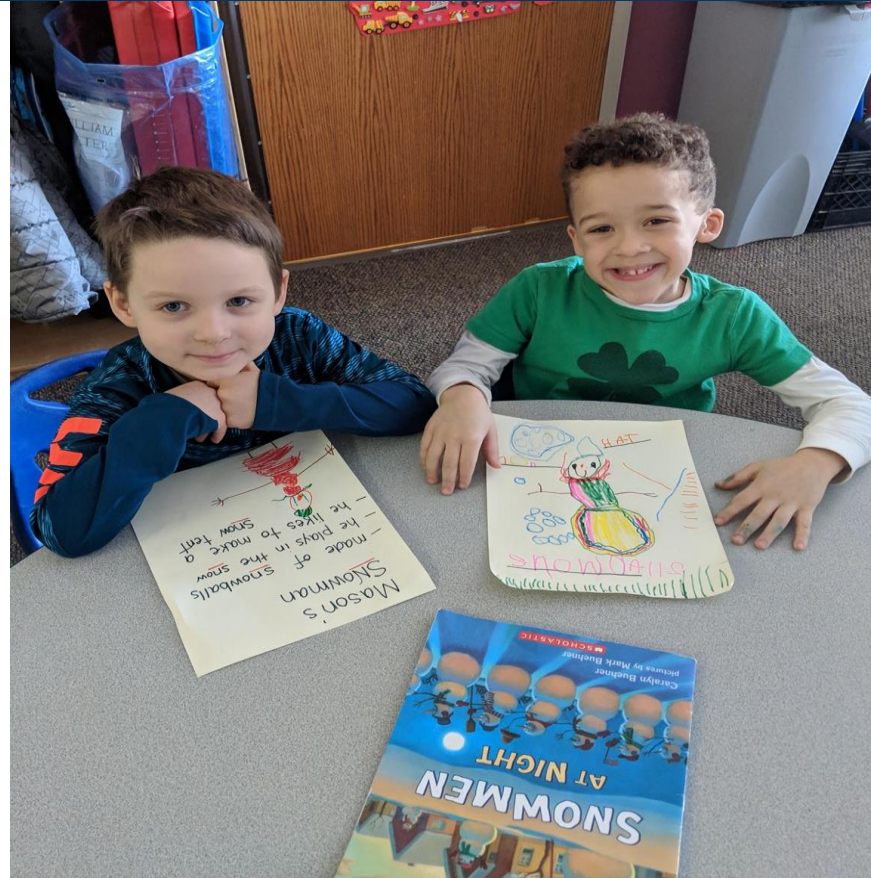
Problem Solving



Numeracy/Literacy



Written Language



All Comes Together!

- Children's Needs
- Children's Environments
- Children's Success

Resources - Strategies



Struggles

Child Absences

Home/school Connection

Communication Style

Purposeful Play

Making Materials



My Bagel is Broken!



Time to Celebrate!



Tanya Soich - Preschool Director



Ellen Roder K-4 Teacher

“ I have found that the key to successful Preschool Options is the personalities of the players. It really impacts the interactions, the collaboration and mutual respect that is needed”

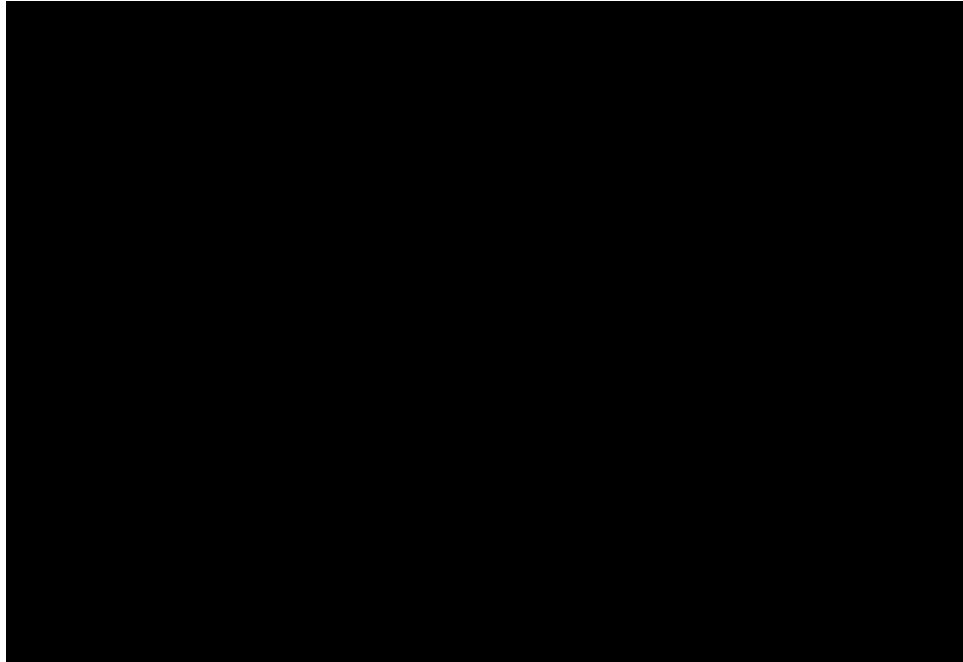
“The children in preschool see that the FPS staff are truly a part of their classroom environment”

“The strategies that have been provided benefit the Whole Group”

“Parents have been very receptive to the partnership and are made aware at Parent Night that other service providers will be a part of the classroom for the year”

“Can’t say enough good things, it has been great to work alongside them”

Edith Gamble - Preschool Teacher - 3K



Feelin' the Love!

Main Point

Support

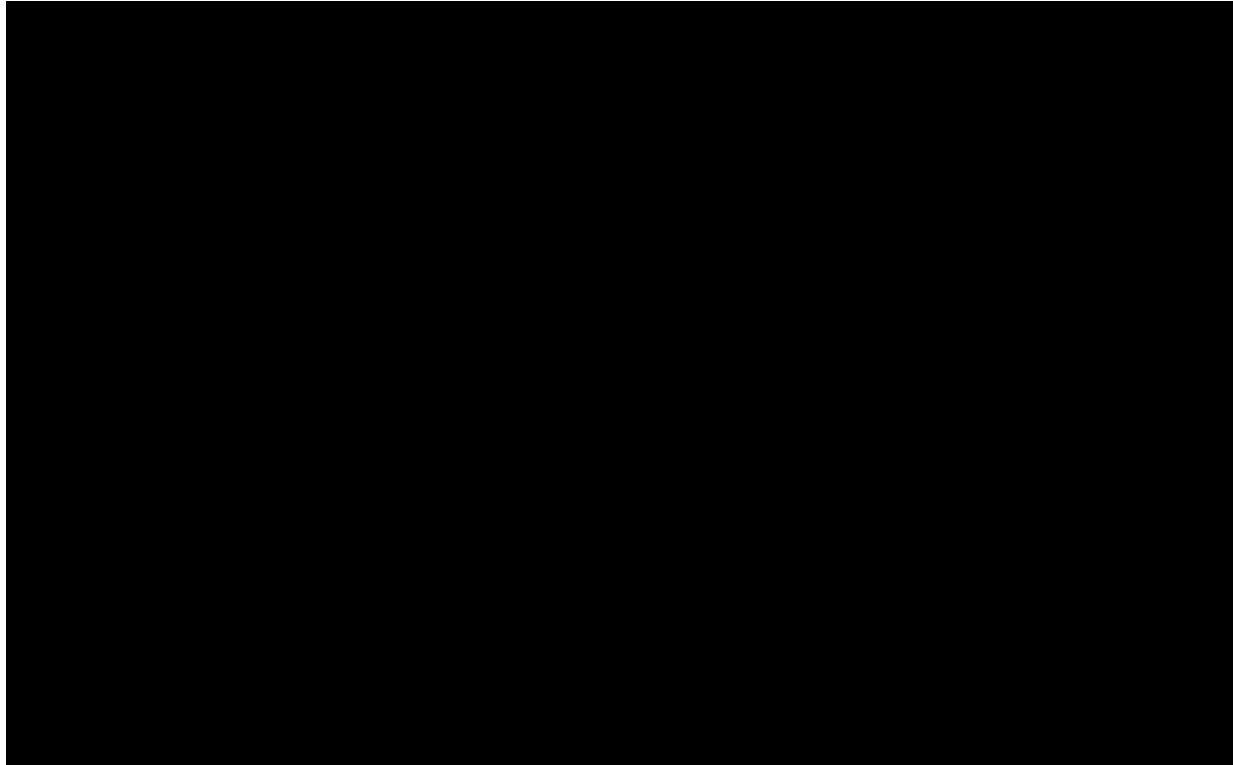
Main Point

Supporting point

Point

Support

Building Staff Relationships



What's Next

**Implementation of
Half-Day K4**

**Preschool Options
Year #2**

**Increase Parent
Involvement**

Questions

